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## DISCUSSION AND CORRESPONDENCE

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### MAKING TEACHERS' MEETINGS WORTH WHILE

*Professor M. V. O'Shea, Madison, Wis.:*

DEAR PROFESSOR O'SHEA: I have read with interest and approval your editorial in the November issue of the *School Review*. Your criticism of the declaration of principles of the N. E. A. may be applied to a majority of the papers and discussions given in our state and district meetings. Our teachers attend these meetings hungry for something they can use in their work, hungry for that which deals with the schoolroom problems and progress of the present, but instead of getting that which satisfies they are compelled to listen to platitudes and truisms which serve to weary them and cause them to discount the value of educational gatherings beyond their social side. It has for some time seemed to me that we educators should wake up to what these meetings can do for the work. We need to have more sense and less pride in the matter of accepting places on programmes. If we are asked to participate in them, and have nothing beyond common knowledge to present on the subject assigned, if we can discuss no phase of it specifically, if we have no solution to the problem, if it be a problem, if we have no experiences to relate or thoughts on the work that will inspire our coworkers, we should have the good sense to admit our inability to give that which is worth while and decline to have a part in the discussions.

I feel that our programmes need rejuvenating, that they should be cut down in the number of subjects discussed, and that these discussions should be given by those fitted by experience and ability to handle them in a way to inspire, help, and command respect.

I have been greatly helped by educational gatherings, but I have also been bored and bored. I thank you for your editorial, for it is to the point and courageous.

Very cordially,

E. A. FREEMAN

GRAND RAPIDS, MINN.

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### THE STUDY OF INDIVIDUAL TRAITS

*Editor of the "School Review":*

On p. 605 of the November *School Review* Mr. Judd says, "The only way . . . by which this can be accomplished is to interest those who are in direct contact with high-school children in the observation of their